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ABSTRACT

Since the end of the Cold War, those teaching about developing democracies in Central and Eastern Europe have taken on new responsibilities: dispelling cultural attitudes formed and taught during the Cold War, helping students to understand the concept of democracy, and analyzing the effects of these events on the world. This high school lesson plan begins by briefly describing the changes in Eastern and Central Europe during 1989 that led to the collapse of communism there. Students analyze the transition of Hungary and Poland to democracies by examining case studies of each country, answering series of questions about specific areas, and then presenting a plan for restructuring the countries. The lesson encourages students to become aware of the changes in Central and Eastern Europe, improve their communication skills, and develop cooperation, teamwork, and decision-making abilities. A fact sheet for each country details demographics, cultural attitudes and beliefs. The fact sheets also list each country's problems in the following areas: education, employment, housing, commerce, pollution, economic goals, political structure, foreign policy, and cultural clashes (alcoholism, drugs, minority rights/ethnic groups, xenophobia). A "Lesson Debrief" helps students summarize what they have learned. Before beginning this lesson, students should know about the Cold War and the Soviet bloc and understand democracy, communism, and free markets. The document includes a 17-item annotated resource list, a 1994 map of Central and Eastern Europe, and maps of Hungary and Poland. (LAP)

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CALIFORNIA COUNCIL FOR THE SOCIAL SCIENCES
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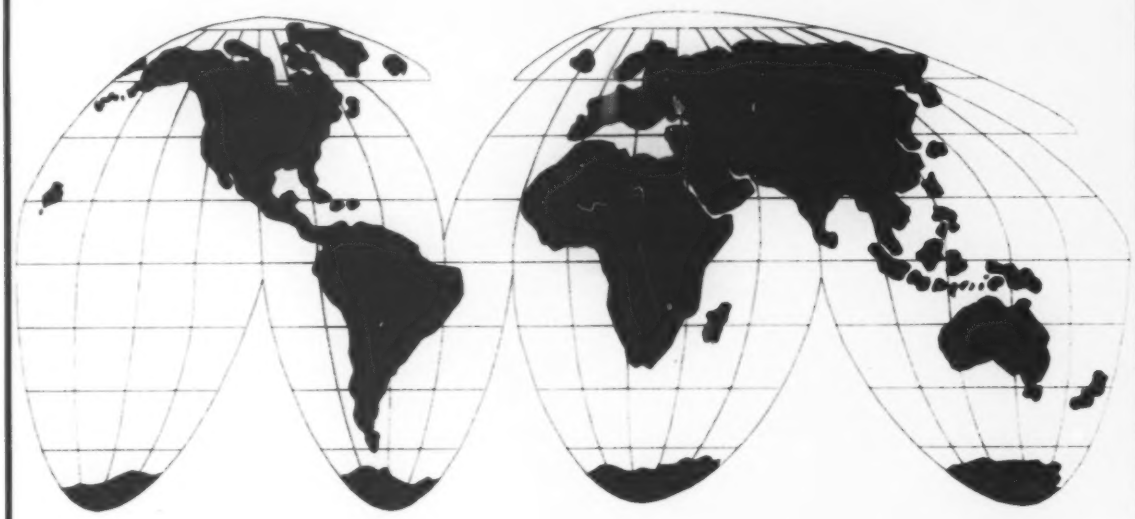
DEMOCRATIZATION OF EASTERN EUROPE: HUNGARY AND POLAND IN TRANSITION



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"Dictatorship has been defeated and freedom has been won, yet the victory of freedom has not meant the triumph of democracy. Democracy is something more than freedom. Democracy is freedom institutionalized."

- Adam Michnik, Solidarity Leader 1990

Democratization of Eastern Europe: Hungary and Poland in Transition

RATIONALE:

Developing democracies in central and eastern Europe have commanded much attention in the early 1990's. Massive changes have created new challenges for the government and the people of these countries as they realize that substantive systemic change does not happen overnight. Communism and totalitarian regimes have been swept away in favor of controlled capitalism and democracy signifying the end of the Cold War. The end of the Cold War creates new responsibilities for teachers presenting curriculum n the subject of developing democracies. These include (but are not limited to):

- dispelling cultural attitudes taught during the Cold War
- helping students to conceptualize the meaning of democracy; and,
- analyzing the effects of these changes on the world.

The rapid and fascinating developments provide excellent case studies on transitional societies. Trends and challenges regarding changing systems in Hungary and Poland are presented here to assist teachers in developing curriculum on the democratization of eastern Europe.

My summer of 1994 was spent in Hungary and Poland as a Fulbright-Hays Summer Seminar participant. As a Fulbright scholar I was privileged to meet some of the top professionals and officials in each country and discuss recent changes. In addition, my time in these countries put me in contact with many people who shared their experiences under the past and current systems. Throughout the six weeks of this program I was able to gather and synthesize information that fits nicely into World History or Economics classrooms as well as providing teachers with resources to incorporate curriculum on central and eastern Europe.

LESSON/PROJECT:

Presented below is a sample lesson plan developed to analyze Hungary and Poland in transition. Students will review basic information on the case studies, answer a series of questions related to specific areas, and present their plan for restructuring.

Preparation: Students should have knowledge of the Cold War and the Soviet Bloc and the definitions of democracy, communism, and free markets.

Time: Approximately one week.

Materials: Copies of all student handouts
Video equipment
Paper and markers
Overhead Projector

OUTCOMES:

- Awareness of the changes in central and eastern Europe
- good communication and presentation skills
- cooperation and team work
- decision making

Restructuring Case Studies - Hungary and Poland

Introduction: 1989 - The Miracle Year

1989 is dubbed the miracle year for eastern Europe because of the massive changes that resulted in a chain reaction as communism collapsed.

Poland was able to overpower the communist system not by military power or revolt, but by negotiating with the enemy power. The "Roundtable", as it was called, was a result of impressive Polish underground publishing, gains in the popularity of the Solidarity Party and a strong anti-Communist opposition. It was in February of 1989 that negotiations began at the Roundtable that would effectively transfer the power from Communists to Poland. Changes in the Constitution resulted and the first Parliamentary elections in over 50 years were held.

Success at the Roundtable led to changes in other countries --- Hungary, Germany, Bulgaria, which also witnessed non-violent transfer of power.

In Hungary, change was more gradual. Hungary was often envied by other communist bloc countries because more choices and opportunities existed as long as Hungarians accepted the rules of the political game called communism. At times referred to the Paris of the East, Budapest had already been experimenting with private industry even before the communists officially pulled out. Open criticism of the past communist system was common, but now Hungary has been given a chance to really develop a pluralistic democracy. Based on recent elections, however, Hungarians are nervous at the new changes and economic realities of a less centralized state.

Hungary played a substantial role in the breakdown of the Communist bloc. Previous to the fall of the Berlin Wall, Hungary refused to extradite 15,000 E. Germans back to Germany and then in 1989, Hungary, along with Austria, opened its borders to let East Germans out of East Germany. Permeable borders mean the communist state is not protected and so the Wall came down.

Other changes in eastern and central Europe like the collapsing of the Berlin Wall, the split of Czechoslovakia, the fall of East German and Romanian governments have focused attention on this region as they all begin the transformation from a command economy to a mixed economy and the transition from communism to democracy. For as many successes as there have been there have also been setbacks.

The task before you is to analyze the current state of affairs in one of these formerly-communist countries. As you evaluate the status of your country, formulate a way to address some of the challenges these countries face as they transform.

What to do:

1. Divide into small groups of 4-5 people
2. Read through one of the case studies
3. Answer questions for each area of the case study
4. Plan and prepare a presentation

Restructuring Case Studies - Hungary and Poland
PROJECT GUIDELINES

The following countries have started a restructuring program to create a free market economy. You are part of a team of experts assigned the task of providing advice to the government. Your tasks include topics in the following areas:

- Education
- Unemployment and Housing
- Commerce
- Pollution
- Economic Goals
- Political Structure
- Foreign Policy
- Cultural Issues

Using the above guidelines complete the attached charts and then organize your ideas into a presentation for the government officials. Create a priority list after you have determined what is the most important thing to deal with. Be ready to explain and defend how you dealt with the problems you faced.

PRESENTATION:

Your group has a choice of how you would like to present your findings and suggestions. The presentation itself will be to a panel (perhaps of teachers, community members or administrators), however the way you present can be orally, on video, written or a combination of any of those.
*** Regardless of the mode of presentation, all written materials must be turned in!***

You are encouraged to use overheads, slides, video or other visuals to help you with your presentation and it would be advisable to review presentation skills such as voice speed, presence, and organization.

A suggestion for organizing your presentation:

- Start with an introduction explaining the current status of the country and an overview of challenges it faces.
- Prioritize the areas that your group feels are important and present them first
- Present your groups findings on the other topics
- Conclude, re-emphasizing you suggestions and why you think your plan will work.

HUNGARY - FACT SHEET

EDUCATION

Low paid teachers.
Focus of education is on entrance exams for the University.
Compulsory education to 16 years of age.
Schools all centralized, but system has been changing since 1985.
Budget comes from local gov't; all resources needed (like texts) are available. Computers are gaining in popularity.
Students can go to any school: must apply to school or central government will place you.
Vocational schools are available for those who do not go to the University.
Teachers are leaving to find better paying work in private industry.
There is more demand for church and private schools.

UNEMPLOYMENT AND HOUSING

Buildings have aged and are poorly built.
Communism boasted of no unemployment or homelessness, it did exist, but was measured differently. In old system, jobs without work existed. Now many people are out of work.
There are insufficient homes for the elderly.
Currently, 12% unemployment rate.
Productivity figures are worse than 4 years ago.
Uncertainty in all job positions, people never know if they will be fired or hired the next day.
In some districts in Budapest, over 9000 families are waiting for a gov't designated flat (apartment).
New flats are not being built.

COMMERCE

The monetary unit is the forint.
Businesses were free from government control in 1987.
Small businesses are on the rise. Continual reform throughout 1980's: Billboards used to be non-existent 5 years ago, now advertisements are everywhere.
Private industries are still struggling.
Subsidized industries diminished, but more competition from Western companies.
Need to find ways of raising revenues.
Fast food is a booming industry as is anything from the West.

POLLUTION

Problems: How manage environmental crises when other crises exist? Shortage of capital; Slowly changing political structure.
State controlled industrial growth in the 1950's means older buildings, few environmental regulations.
Air quality is bad, with smog levels rivaling L.A.
There has been an increase in the number of cars but no emission regulations which leads to more pollution.
Hungary has one nuclear power plant which produces 50% of Hungarian energy (Soviet plant).
Pollution is affecting human health.
Polluted water is coming in from neighboring countries.
Also, it is difficult to process sewage water.
Lead contamination of soil (5 to 6 times higher than normal limits)
Many illegal dumping sites exist.
4% of current GDP goes to health damage.
There is a fear that privatization will lead to less control over environment.

ECONOMIC GOALS

Economic reforms was seen as the catalyst for the changes in Hungary. Economic reform brought free market elements within state control.
GDP has increased by 25%.
Hungary is more stable than other former-communist states.
Personal income has stayed similar before and after (Median income about $200 U.S. dollars/month)
Taxpayers are not able or ready to pay more $: must find a balance between school funds and pension funds. Can't fund everything you want to.
Economy primarily centrally planned.
Pensions have been promised to everyone, but no assets to back up the promises.
Business Tax or Tourist tax are being considered.
There is a large number of foreign investors in stock market.

POLITICAL STRUCTURE

Formerly One-Party structure (Socialists).
Constitution has not changed much, it is a socialist constitution.
Currently Parliamentary system, strong parties and a 1994 election which left the socialists with the majority again!
Multi-party system.
Current prime minister is a former communist, but accepted by the West.
Anyone over the age of 18 may vote.
The army is compulsory for males over the age of 18.

FOREIGN POLICY

Hungary was often envied by other communist countries.
Very open and reform minded.
Interested in an independent foreign policy.
Still distrustful of Russians.
A lot of nationalism exists.
In the eyes of the West, Hungary was seen as the best of the communist bloc.
Philosophy towards other countries: "You don't understand us."

CULTURE CLASHES (alcoholism, drugs, minority rights/ethnic groups, xenophobia)

Transylvania: Area of Hungarians isolated within Romania borders. (approx. 2 million Hungarians).
Feeling that Hungary needs to join Europe.
Many remnants of Soviet system in art, and culture
Youth now a consumption culture, with little motivation, and lots of drug and alcohol abuse.
Gypsy population requires special needs. Largest minority population in Hungary 5% of pop.
Gypsy community considered lower class, criminals, unintelligent -- stereotypes abound.
Hungary looks to collective rights vs. U.S. individual rights.
Catholics = 60%, Protestant 40%

HUNGARY - RESTRUCTURING QUESTIONS

EDUCATION

1. Name two things you like about the current system.
Name two things that you might like to change.

2. How should schools be funded? Should the government help fund church and private schools?

3. How can you keep the good teachers on the job?

UNEMPLOYMENT AND HOUSING

1. People are used to the government subsidizing housing. What is the best way to meet housing demands?

2. What should be done about current buildings that are unsafe but still house families?

3. Should the elderly have special housing privileges?

4. What can be done to bring down the unemployment rate?

5. Should a minimum wage be established?

COMMERCE

1. How much regulation should private industry have from the government?

2. What kind of incentives can be offered to small businesses?

3. How can this economy compete with Western companies?

POLLUTION

1. What kind of priority should be given to environmental crises?

2. What is the best way to deal with the smog problem?

3. How should industry be regulated to control pollution?

ECONOMIC GOALS

1. *What issues should be given priority? (e.g. schools or pensions?)*
2. *Should the economy remain mostly central planned? Why? For how long?*
3. *What new taxes might be considered to raise revenue?*

POLITICAL STRUCTURE

1. *Should Hungary have a Parliamentary or Presidential system? Why?*
2. *Should the number of political parties be limited? Why or why not?*
3. *What other changes should occur to improve the way the government does its work?*

FOREIGN POLICY

1. *How can more trust be created with other countries?*
2. *Should nationalism be encouraged or discourage? Why?*
3. *How do we help other countries "understand" this country better?*

CULTURE CLASHES

1. *How do we motivate and direct the youth to be productive instead of a burden to society?*
2. *How deal with the gypsy "problem"?*
3. *What should be the role of the church in this society?*
4. *Should priority be given to collective rights or individual rights? Why?*

POLAND - FACT SHEET

EDUCATION

Values of democracy need to taught. Also, values of civic society, compromise and tolerance.
Many schools are essentially private (religious) but still funded by the state.
Problem finding teachers because of low pay.
Focus of education has been economic lately.
Main challenge is keeping pace with social and economic changes.
Students need vocational training.
Questions on who controls curriculum -- the state, the school or the local gov't?

UNEMPLOYMENT AND HOUSING

Things once taken care of are not being taken care of now.
Buildings age and are poorly built.
Communism boasted of no unemployment or homelessness, it did exist, but was measured differently. In old system, jobs without work existed. Now many people are without work.
Insufficient homes for the elderly.
Many farmers unemployed due to privatization of farms.
30% of working population is in agriculture or food production.
Unemployment rate is 15%

COMMERCE

The monetary unit is the zloty.
Major industry is in agriculture.
Poland feels they can offer agricultural resources to Europe. However, may end up competing with Spain and France as far as producing for Europe.
Difficulties in modernizing equipment.
Railroads are still nationalized
Many America companies established in Poland (Coca Cola, ATT, McDonalds, IBM).

POLLUTION

The Baltic Sea, once extremely polluted, is clearing up because of a reduction in industry.
Poland's supply of natural gas -- 50% came from Russia, is no longer a resource. Poland is looking for other ways to have power.
In Warsaw, smog is thick and the water often runs green or brown out of the pipes and is generally considered unsafe for drinking.

ECONOMIC GOALS

Main cause of collapse in 1989 was economic inefficiency. Poles have a strong desire to strength their economy, but unlike Hungary's gradual reform, they were subject a massive change from a socialist system to a capitalist system gone crazy.
There is growing economic inequality.
Stock market is trading for a limited amount of companies. Stock exchange is only 3 years old.
Market is very regulated. not much foreign participation
Truly a shock therapy in Poland, reforms were drastic
Great social burden inherited from communism. 18-20% of the budget is going to pension funds. It is not sufficient and not covering its expenses.

POLITICAL STRUCTURE

Political independence has felt like an illusion. Past political inefficiency has left Poland with a feeling that nothing will work.
In past, always knew they could fall back on Russia to make decisions or provide aid.
Excessive political fragmentation (over 200 political parties).
Difficult to reach consensus.
Mistrust of politicians.
Questions about civil rights which are different from collective rights.

FOREIGN POLICY

Historically, Poland has felt like they were in the middle of everyone's problems. With Germany to the west and Russia to the east, war invariably meant Polish involvement (or in most cases, Polish invasion).
Poland does have some strong nationalistic feelings and anti-Russian sentiments.
Because of changes, Poland now has seven neighbors instead of 3.
Poland feels relations are unpredictable and based on events happening in countries like Russia.
Concern over "Germanization" and "Americanization" of Poland.
Still trying to decide who are the friends of Poland.
Most trade agreements collapsed with Russia.

CULTURE CLASHES (alcoholism, drugs, minority rights/ethnic groups, xenophobia)

Style of life becoming similar to the U.S., but Poland is not prepared for that similarity.
Church is a very powerful factor in Polish law. (e.g. abortion laws). 90% of Poles are Catholic.
People are worried and there is some nostalgia for the old system."Nomenkatura" still exists.
Fear that foreigners will influence jobs, money, culture and investments.
Young people are not making a lot of money. Large amounts of drug and alcohol abuse.
Minorities are now recognized by the state, some have developed political parties
Rise of Skinheads: groups who are not tolerant of people different from them.
Perceived gypsy problem. Gypsy community considered lower class, criminals, unintelligent -- stereotypes abound.
Women are discriminated against in the workplace.

POLAND - RESTRUCTURING QUESTIONS

EDUCATION

1. How should students in Poland be taught about values of democracy?

2. How keep the good teachers on the job?

3. Who should control what is taught in the schools and what books are used? Are there things that every students must learn?

UNEMPLOYMENT AND HOUSING

1. People are used to the government subsidizing housing. What is the best way to meet housing demands?

2. What should be done about current buildings that are unsafe but still house families?

3. Should the elderly have special housing privileges?

4. What can be done to bring down the unemployment rate?

5. Should a minimum wage be established?

COMMERCE

1. What kinds of incentives can be offered to small businesses?

2. How can Polish industry compete with other countries in Europe?

3. Which industries should remain nationalized and why?

POLLUTION

1. What kind of priority should be given to environmental crises?

2. What is the best way to deal with the smog problem?

3. How should industry be regulated to control pollution?

ECONOMIC GOALS

1. How can Poland create more economic equality?

2. Should foreign participation be encouraged in the Polish market? Why or why not?

3. What issues should be given priority? (e.g. schools or pension funds)?

POLITICAL STRUCTURE

1. Should Poland have a Parliamentary or Presidential system? Why?

2. Should the number of political parties be limited? Why or why not?

3. What other changes should occur to improve the way the government does its work?

FOREIGN POLICY

1. What suggestions can be offered to improve relations with Russia?

2. Should nationalism be encouraged or discouraged? Why?

3. How promote Poland as a friend and ally to other countries?

CULTURE CLASHES

1. What should be the role of the Catholic Church in politics?

2, How can the treatment of women be improved?

3. How motivate and direct the youth to be productive instead of a burden to society?

4. What suggestions can you offer to deal with the alcohol abuse?

Lesson Debrief

The purpose of this activity was to expose and familiarize you to the themes of restructuring and transition and to evaluate problems faced by societies in transition. Please answer the following questions:

1. Describe 5 problems faced by the country you restructured. What are the country's major challenges?

a)

b)

c)

d)

e)

2. How are other nations impacting decisions made in you country in the following areas:

   a) Pollution

   b) Commerce

   c) Culture Clashes

3. In which areas do you think your plan is strongest? Why??

4. The weakest? Why?

5. Consider this quote:

"Dictatorship has been defeated and freedom has been won, yet the victory of freedom has not meant the triumph of democracy. Democracy is something more than freedom. Democracy is freedom institutionalized."
- Adam Michnik, Solidarity Leader 1990

What do you think it means? How does it relate to your case study??

ANNOTATED RESOURCE LIST

100 Years of Polish Poster Art. Poster Museum in Wilanow, Department of National Museum in Warsaw. 1993.

A diversified art book showing the evolution of Polish art and propaganda through poster art. Starts with Art Deco and moves into the 1980's. Beautiful pictures are great for making slides!

***A First Rough Draft of History.* Newsweek Education Program. 1994.**

Newsweek's collection of stories and interpretations that trace major events of modern history. Of particular interest was a selection entitled "In the Trenches" ; this selection focuses on the 1956 Hungarian uprising as told through the eyes of Newsweek reporters.

Ash, Timothy Garton. *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin and Prague."* Vintage Books. 1993.

Truly a witness, Ash has particular insight into the revolutions of 1989. His information is a combination of the historical and contemporary as he puts the changes into context. Each chapter changes location and introduces the people and the challenges that are shaping the new central Europe countries. A great read and very informative. Opening quote is from Vaclav Havel: "People, your government has returned to you!"

Cogan, John. "The Pain of Change." *Social Education*, Vol. 58, No. 6, October 1994, (335-338).

A narrative article discussing the changes inside Russia. Points out differences in post-communist society as compared to the author's first visit 25 years ago. Although not related to eastern Europe directly, this article offers an analysis of the changes from an educator's point of view.

Davies, Norman. *God's Playground: A History of Poland* (2 vols.) New York: Columbia University Press, 1982.

Although I did not read these volumes, it was highly recommended by the Fulbright Commission and scholars that I met in Poland.

Drakulic, Slavenka. *How We Survived Communism And Even Laughed.* Vintage Books, London. 1987.

Interesting vignettes on women's lives in central and eastern Europe. Drakulic provides a feminist critique of communism as well as real people plights to help understand the effects of communism specifically on women. Particularly noteworthy are the chapters: "Make-up and

Other Crucial Questions"; "Pizza in Warsaw, Torte in Prague"; and "The Day That They Say That War Will Begin."

East European Constitutional Review. **Center for the Study of Constitutionalism in Eastern Europe at University of Chicago Law School. 1994. Subscription Request: FAX: 312-702-0730.**

——Schepplele, K.L. "Women's Rights in Eastern Europe." Vol. 4, No. 1 Winter 1995. p. 66

Great publication which updates quarterly on changes in eastern Europe. Subscriptions are free for the asking. Of particular note is the article listed by K. Schepplele which provides an analysis on women's rights. The laws are changing, but that change is slow. In every issue is a "Constitution Watch" which tracks the status of each country's constitution as it changes with the re-definition of the government.

Eastern Europe: The Unfinished Revolution. **Stanford Program on International and Cross-Cultural Education (SPICE). Stanford University, Tel: (415) 723-1114, FAX: (415) 723-6784. 1992.**

Lesson plans and support materials for teaching a unit on the changes and trends in eastern and central Europe. I am finding it useful for its creativity, detailed information and some good video footage which accompanies the lessons. I would recommend this highly for anyone doing an in depth look at the concept of revolution with emphasis on eastern Europe.

Fenyvesi, Charles. ***When The World Was Whole: Three Centuries of Memories.*** **Penguin Books, USA. 1990.**

A family history of the Jewish experience in Hungary. Beautifully told vignettes illustrate the changes one family encounters, including the horrors of World War II. Filled with family photographs and memories that translate into any country or culture.

Hungarian Quarterly. **MTI, 8 Naphegy ter, Budapest H-1016, Hungary, 1994. Tel:(361)175-6722 FAX:(361) 118-8297.**

An eclectic compilation of current affairs, history, documents, fiction, poetry, essays, and book and film reviews. Subscriptions are available.

KL Auschwitz Seen By The SS. **Interpress Publishers, Warsaw. 1991.**

Powerful primary source provided insight into Auschwitz from the perspectives of the guards and commanders. Amazing to hear such awful stories told so matter of factly, but a great resource for helping to understand why and how the Holocaust was carried out by soldiers at Auschwitz. It includes some photographs taken by the guards and also some commentary on the events. Powerful reading.

Lazar, Istvan. *Hungary: A Brief History.* Corvina Publishers, Hungary. 1993.

Written like a story, this is an enjoyable way to read about the history of a country. Starting with the Hungarian conquest over 1100 years ago and looking into the 1990's, this comprehensive book is easy to read and full of information. Great for background information and interesting stories that could be adapted for use in the classroom.

March, Michael, ed. *Description Of A Struggle: The Vintage Book of Contemporary Eastern European Writing.* Vintage Books, New York. 1994.

Representative of most of the countries formerly under communist rule, this anthology presents fictional stories. Divided by regions, stories are told about everything from the Pope to the politics of begging. I haven't been able to read all the stories, but the selections from Hungarian and Polish writers are certainly creative!!

Nemeth, Gyula. *Hungary: A Complete Guide.* Corvina Books, Budapest 4 P.O.B. 108 Hungary -- 1364. 1992.

This is a tourist book, replete with maps, to help the average person get around Hungary. It is also useful for its concise background information and practical information.

Peschar, J.L. and Popping, R. "Educational Opportunity in Five East European Countries." *Comparative Educational Review.* February 1991. pp. 154-167.

An evaluation of educational opportunity in several East European state socialist countries. Most research was done prior to major changes, but the article provides some interesting statistics and conclusions on the European educational systems.

Ravitch, D. and Thernstrom, A., eds. *The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide.* Harper Collins Publishers. 1992.

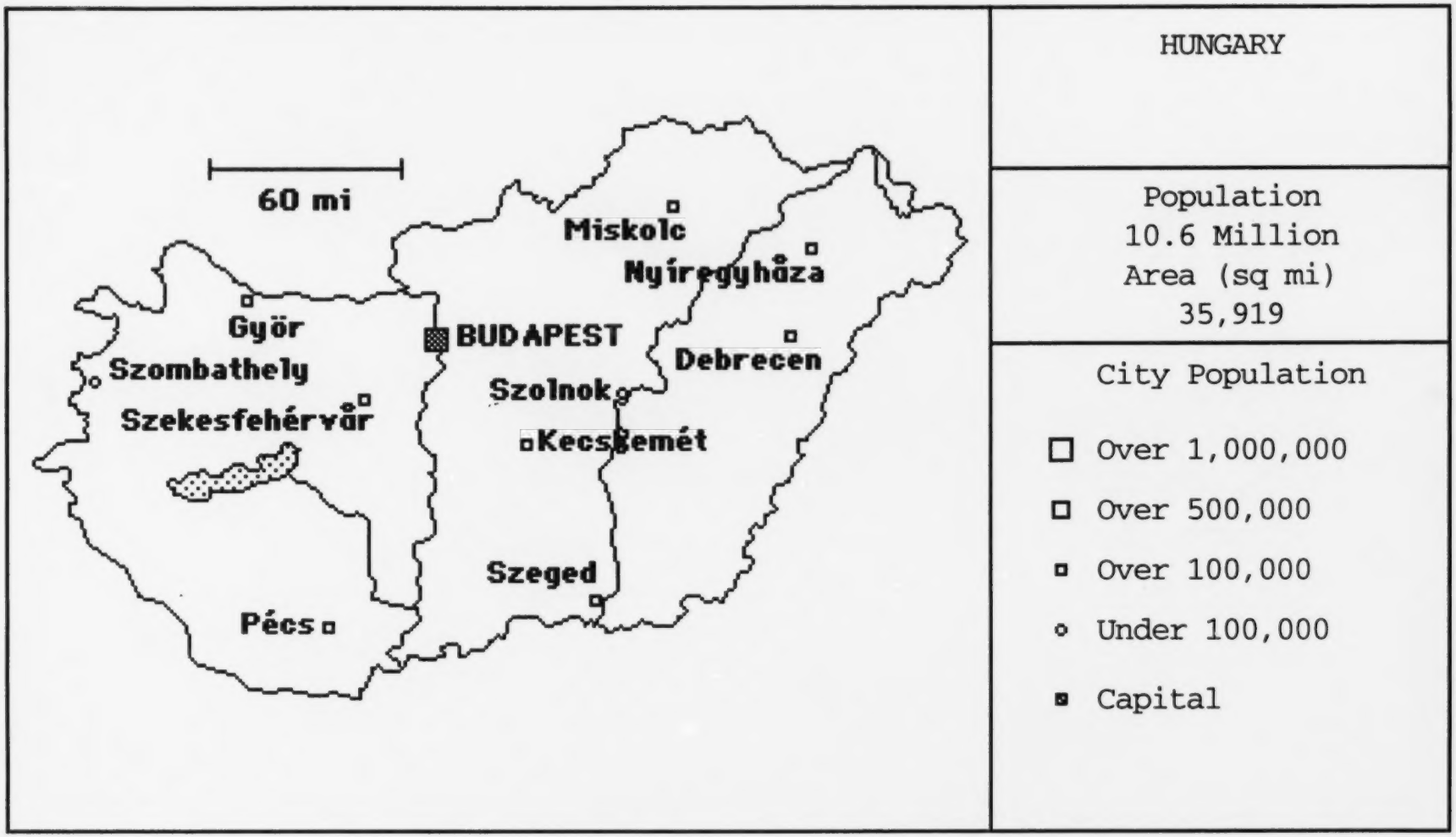
The title tells all. A comprehensive guide and primary source to perspectives on democracy. A section on contemporary international democratic ideas houses a number of stories on Russia, but also some good sources from Walesa, Havel and Zbigniew. Excellent focus on human rights issues.

***World History: Perspectives on the Past.* Textbook, D.C. Heath and Company. 1992.**

----- "Lech Walesa and the Rise of Solidarity." Reading for Chapter 37. Looking in Depth, p.73-76.

Thorough and easy to read article tracing Walesa and the Solidarity party. Selected from support materials from D.C. Heath's *World History* Textbook.

CENTRAL AND EASTERN EUROPE 1994



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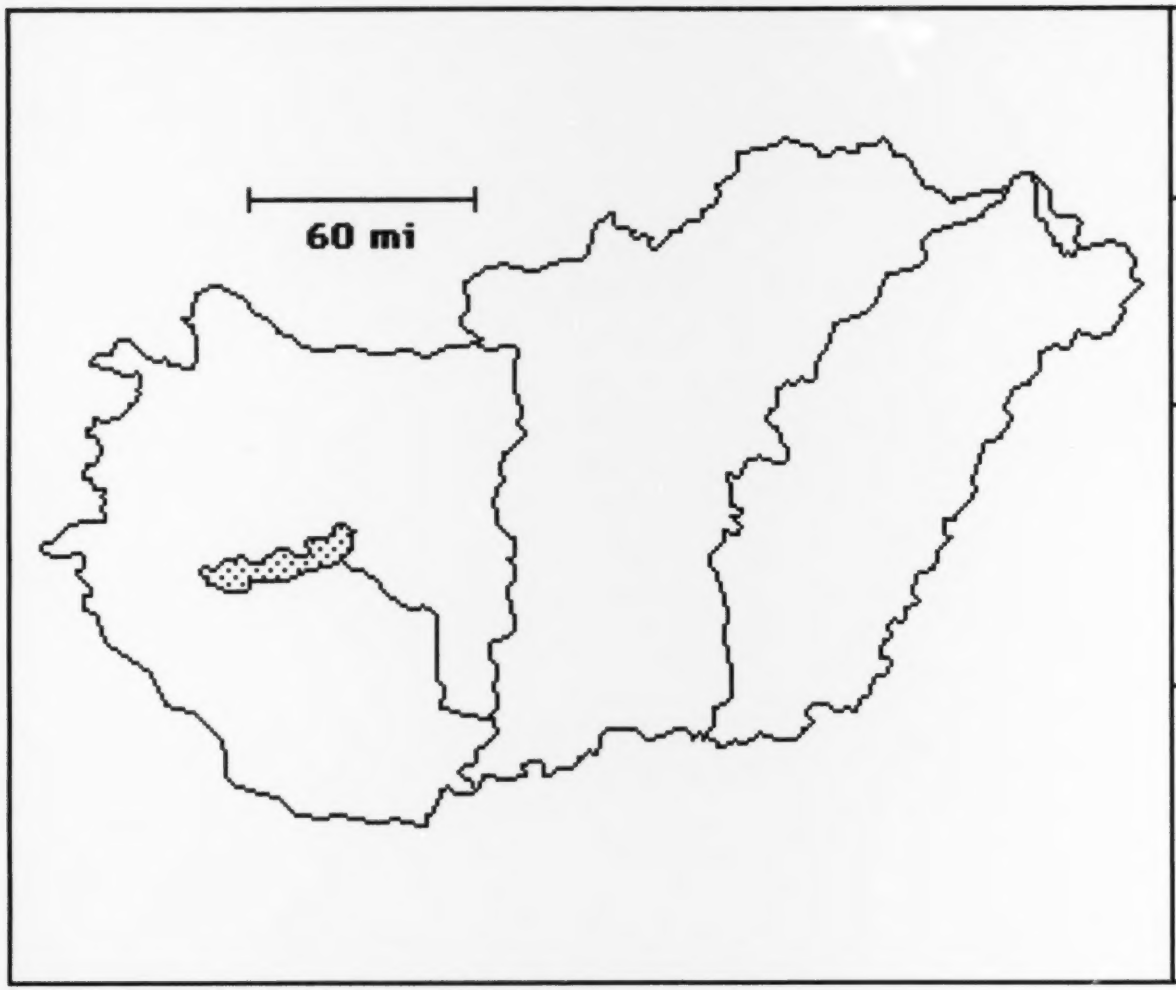

HUNGARY

Population
10.6 Million
Area (sq mi)
35,919

Isten áldd meg a magyart
(God Bless the Hungarians)

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POLAND

Population
37.8 Million
Area (sq mi)
120,726

City Population

- Over 1,000,000
- Over 500,000
- Over 100,000
- Under 100,000
- Capital

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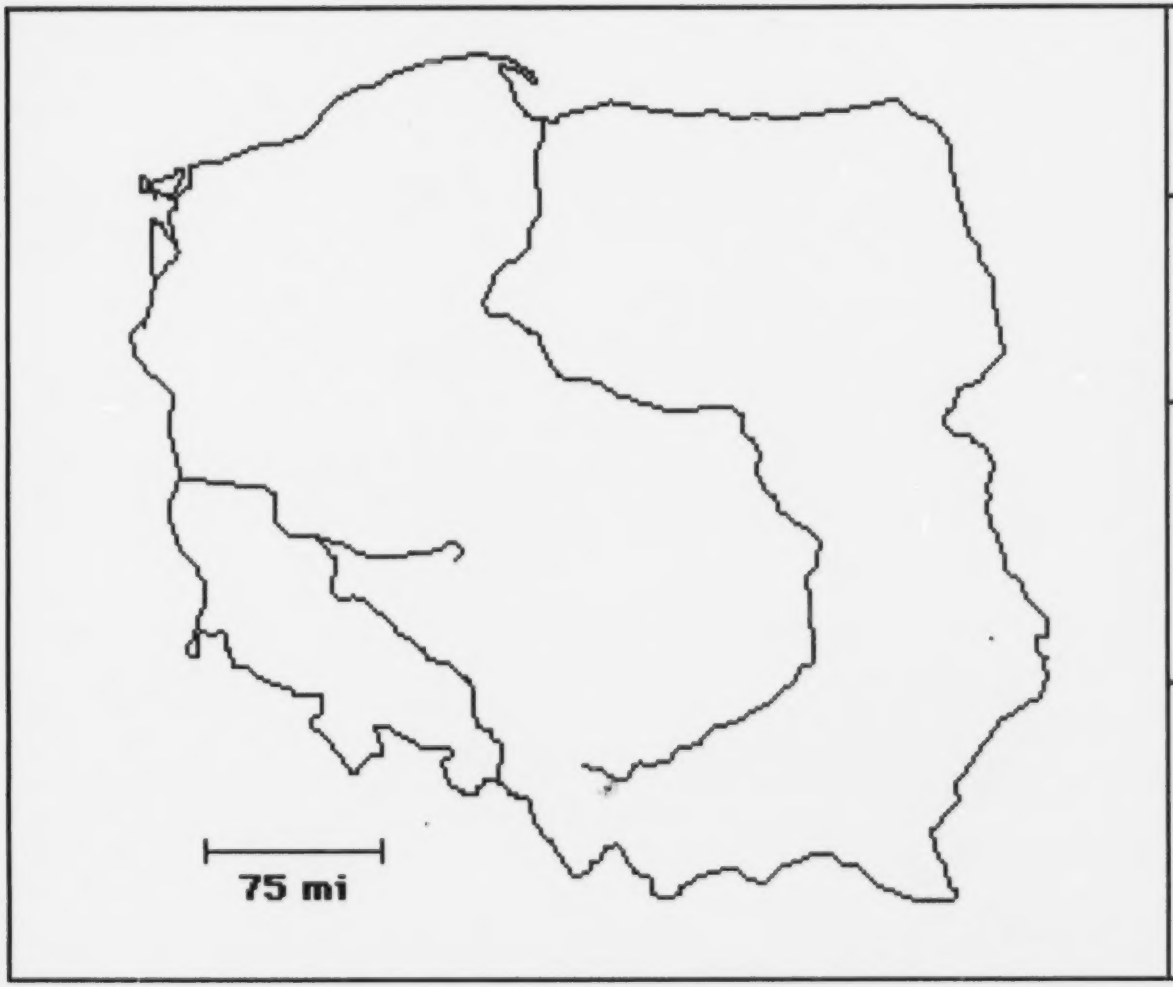

POLAND

Population
37.8 Million
Area (sq mi)
120,726

Jeszcze Polska nie zginela
(Poland Still is Ours Forever)

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